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ABSTRACT

This 12-section handbook, based on information for Colorado but applicable to other states as well, contains resources and lists and explains procedures to establish or expand a career guidance center in a school, government office, or organization. The 12 sections cover the following topics: (1) purpose and philosophy; (2) assessment, advisory boards, and goals and objectives; (3) location and floor plans; (4) levels of development; (5) career assessment tools; (6) career exploration tools; (7) career center day-to-day operations; (8) presenting resources; (9) documentation, accountability, and reporting; (10) support services; (11) 38 references and resources; and (12) 13 selected ordering sources. Five appendixes contain a career center needs assessment survey for faculty and staff; a needs-assessment questionnaire for high school students; a faculty request for services form; a sample basic intake form; and a sample career center student intake form. (KC)

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Developing a Career Center

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Produced by Colorado Career Web

This handbook was adapted for the State of Colorado from the publication *Developing a Career Center: The Complete Handbook*, Second Edition, 1998, Published by New Mexico State Occupational Information Coordinating Committee and written, compiled, and edited by J. Scott Fowler and Barbara E. McDonald of New Mexico State University at Alamogordo.

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Foreword

Career guidance is critical to students and others entering the workforce or those changing their life goals. This need has become more important in recent years with the impact on the labor force of accelerating technological change, global competition, downsizing and other economic changes. At the same time, new government programs such as School-to-Careers and One Stop Career Centers emphasize career guidance and information as a primary component.

Fortunately, a number of new tools and resources are available to help in the career guidance process. These range from a multitude of publications and videos to specialized assessment instruments through computerized career information delivery systems to Internet career and job information sites. Many of these resources are listed here. The *Handbook* goes beyond resources to explain how to establish (or expand) a center at a school, governmental, or organizational guidance site to most effectively utilize all the materials. Included is information on initial organization, logistics, student/client involvement, and available resources. The center need not require a large financial investment in equipment and supplies; many materials are free or inexpensive. But it does require space, organization, and commitment.

This handbook is intended to meet the continuing demand for such a manual while updating the changing resources. Although the primary audience is high school, most of the concepts and resources are applicable to college, government, or private sector centers.

Please contact any of the agencies listed for more information and assistance. Good luck in implementing this critical activity.

Developing a Career Center

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PURPOSE

Developing a Career Center integrates the ideas and concepts with practical steps necessary to establish a functioning Career Center. It identifies valuable resources and services that counselors and faculty can use to provide career awareness, career information, and career planning for their students. Beyond that, students can learn strategies they will need as they make career changes and choices throughout their lives. High school may be a last chance to teach young adults that selecting jobs and careers is a lifelong process, that jobs evolve into careers and that careers are fluid and changing. Knowing how to use resources to make informed decisions about job training, job choices, and job changes can help students meet the challenges of a rapidly changing workplace.

The School-to-Careers effort recognizes that many high school graduates lack many skills and career/educational goals that lead to employment. A comprehensive Career Center in the high school provides reference materials for students to personally research various careers and the training required for those careers. Teachers can find information to use in developing classroom activities to help build skills, competencies, and knowledge of careers that will better prepare graduates for employment and continuous education.

The aim of this manual is not to teach the techniques of career counseling; it is to help the counselor begin to organize the types of resources that will facilitate career development and exploration.

PHILOSOPHY

Most workers can expect to make several career changes and even more job changes in a lifetime. Counselors need to help students and clients plan not only education choices but career paths. Career counseling today focuses on total life-role integration. A person's career can not be separate from other life roles. People, as individuals, have many different facets and roles. Thus, the total person should be assessed. For example, an individual's value system should be a major factor in their career development.

According to Brown and Brooks, *Career Counseling Techniques*:

> Career counseling is an interpersonal process designed to assist individuals with career development problems. Career development is that process of choosing, entering, adjusting to, and advancing in an occupation. It is a lifelong psychological process that interacts dynamically with other life roles. Career problems include, but are not limited to, career indecision and undecidedness, work performance, stress and adjustment, incongruence of the person and work environment, and inadequate or unsatisfactory integration of life roles with other life roles. (Brown and Brooks, 1991, p. 5).

The challenge is in helping students to integrate their roles, values, strengths, interests, etc., into a career path that fits their personality and personal situation. The aim of this manual is not to teach the techniques of career counseling; it is to help the counselor begin to organize the types of resources that will facilitate career development and exploration which is part of the big picture.

ACCESSIBILITY

Any Career Center should be committed to making all services accessible to persons with disabilities. This includes providing alternative formats for testing and information delivery. Simpler modifications might include large print and braille formats, and computer work stations accessible to persons with disabilities, as well as resources written specifically for those students. More sophisticated devices such as speech synthesis software, speech recognition software, and assisted listening devices for hearing impaired could be found in a more comprehensive career center. Since most high school career centers could not afford the personnel or equipment to be this sophisticated, counselors should educate themselves about outside resources for referral. Employment opportunities for students with disabilities should not be forgotten.

GUIDELINES

One of the main benefits of career guidance and counseling programs is to support educational excellence by increasing motivation and improving academic achievement. Students who have career goals can better recognize the benefit of coursework and education experiences. A student begins the career exploration process in elementary and junior high school learning about the world of work. By the early years of high school, they should be able, with guidance, to develop career and occupational goals which will increase motivation through high school and hopefully help increase retention rates.

The National Career Development Guidelines, as developed by the National Occupational Information Coordinating Committee (NOICC), represent a major nationwide effort to foster career development at all levels. They are a competency-based approach to career development that helps states, schools, colleges and universities, and human service agencies to plan quality career guidance and counseling programs. The Guidelines represent professional consensus in three main areas:

1. Student/Adult Competencies and Indicators - Recommended student or adult outcomes are organized around self-knowledge, educational and occupational exploration, and career planning.
2. Organizational Capabilities - The structure and support needed for quality programs include administrative commitments, facilities, materials, and equipment.

3. Personnel Requirements - Counselors and other staff must have the knowledge and skills to deliver a quality program.

Outcome objectives were based on competencies determined by the National Guidelines for career planning and exploration. **Table 1** shows Career Development Competencies for elementary grades through adult in each of the three areas.

	Career Development Competencies	
	ELEMENTARY	**MIDDLE/JUNIOR HIGH SCHOOL**
Self-Knowledge	**Knowledge of the importance of self-concept**	Knowledge of the influence of a positive self-concept
	Skills to interact with others	Skills to interact with others
	Awareness of the importance of growth and change	Knowledge of the importance of growth and change
Educational and Occupational Exploration	**Awareness of the benefits of educational achievement**	Knowledge of the benefits of educational achievement to career opportunities
	Awareness of the relationship between work and learning	Understanding the relationship between work and learning
	Skills to understand and use career information	Skills to locate, understand, and use career information
	Awareness of the importance of personal responsibility and good work habits	Knowledge of skills necessary to seek and obtain jobs
	Awareness of how work relates to the needs and functions of society	Understanding how work relates to the needs and functions of the economy and society
Career Planning	**Understanding how to make decisions**	Skills to make decisions
	Awareness of the interrelationship of life roles	Knowledge of the interrelationship of life roles
	Awareness of different occupations and changing male/female roles	Knowledge of different occupations and changing male/female roles
	Awareness of the career-planning process	Understanding the process of career planning

Table 1

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by Area and Level

HIGH SCHOOL	ADULT
Understanding the influence of a positive self-concept	Skills to maintain a positive self-concept
Skills to interact positively with others	Skills to maintain effective behaviors
Understanding the impact of growth and development.	Understanding developmental changes and transitions
Understanding the relationship between educational achievement and career planning	Skills to enter and participate in education and training
Understanding the need for positive attitudes toward work and learning	Skills to participate in work and lifelong learning
Skills to locate, evaluate, and interpret career information	Skills to locate, evaluate, and interpret career information
Skills to prepare to seek, obtain, maintain, and change jobs	Skills to prepare to seek, obtain, maintain, and change jobs.
Understanding how societal needs and functions influence the nature and structure of work	Understanding how the needs and functions of society influence the nature and structure of work.
Skills to make decisions	Skills to make decisions
Understanding the interrelationship of life roles	Understanding the impact of work on individual and family life
Understanding the continuous changes in male/female roles	Understanding the continuing changes in male/female roles
Skills in career planning	Skills to make career transitions

Table 1

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GETTING ORGANIZED

The recommended organizational procedures to follow when establishing a Career Center are:

Assess the present career programs.

Create a local advisory board.

Determine the objectives of the Center.

Plan the initial set-up and operational budget.

Plan space, location, equipment and resources.

Gather existing career materials.

Determine methods of identifying and filing career materials.

Establish operational procedures.

Plan ongoing reassessment by the staff, students, and advisory committee.

Plan publicity and dissemination of Career Center information.

ASSESSMENT

The first phase of the development of a Career Center requires an assessment of the current career guidance activities that are offered at the school. This will provide a baseline of available services and activities as well as identify resources that can be used in the future. (One very important use of the baseline data is in the evaluation or assessment process once the Career Center is functioning.) Evaluating current resources will prevent the offering of duplicate services.

Assessment of School

The school assessment should be conducted at five levels:

1. Administration
2. Support Staff
3. Faculty
4. Students
5. Parents

Administration

The support for the Career Center should flow from the top down. An initial meeting should be set up with the Superintendent by the Director of Guidance and the Principal. The purpose of this meeting is to inform the Superintendent of the Career Center plans and to assess support of the project. Once the project is approved by the Superintendent, the Project Director can then begin the assessment at all other levels. (Some high schools may have area administrative offices that would serve as the top level clearance.) It is important to obtain this top level support before beginning other stages of project development.

Support Staff

It is important to assess the career guidance services being provided by individual guidance and counseling staff. This should be done through verbal assessment, as well as brief written responses to four basic questions:

1. What career-related resources are available, and how current are these materials?
2. What is the present level of usage of these resources?
3. What career guidance services are currently provided and which personnel provide these services?
4. What career education and work-base learning programs exist? What are the sequence and depth of these programs?

The answers to these questions provide information on both the level of career guidance that is being provided, the written and audio/visual resources and opportunities for experiential career exploration activities available at the school. These resources may be considered for consolidation within the Career Center.

Responses to these questions can be used to generate new ideas for Career Center programs.

Faculty

Although the primary goal of the faculty assessment is to identify the current in-classroom career guidance activities, it is also a quick way to inform the faculty of the plans to develop a Career Center. A quick and easy assessment form (see Appendix A) is the key to participation, especially if endorsed by the Director of Guidance or the Principal. A side benefit of generating the form early in the project is to identify those faculty members who are excited about the project. The responses will clearly identify such faculty members.

Students

This is the group that usually supports the Career Center without reservation; however, it is a good idea to have some written assessment on hand. A suggestion is to survey classes across the curriculum (see Appendix B). This is a good time to find out what the students want in a Career Center and any suggestions that they may have to improve career counseling services.

Parents

Parents often exert a strong influence on their children's career choice. Many parents expect their children to make career decisions before they are ready or with insufficient information. They often project their own desires on their children's career choices. The parent assessment provides an avenue for the counselor to reach and establish a network with parents so that they can be provided with factual career information. This can contribute to a positive influence on their children's career planning efforts. By involving parents in the process, they may be more likely to encourage their children to participate in the Career Center programs.

CAREER CENTER ADVISORY BOARD

Once the assessment process is completed and the recommendation is to develop a Career Center, it is time to establish a working Advisory Board. The Board should provide feedback for the establishment of goals and objectives of the new Career Center. Each Career Center should be established to meet local needs and the individual goals should support those needs. The Advisory Board should provide input and evaluation but should not set policies or guidelines.

Selecting the Board members is the important task. It is strongly recommended that each Board have representation from the guidance and counseling staff, the academic faculty, the vocational faculty, the student body, and members of the community. The community members are extremely important. They are aware of what is needed by the local employment market. They are aware of what type of jobs are available and what job skills are needed by students to qualify for those jobs. It is important that the Career Center support the needs of the students as well as the community needs.

The Advisory Board should become the source for information, support, and long-term evaluation. The Board should serve as a liaison to local business and industry. The Board should keep the Career Center aware of local needs not being met. The evaluation process needs to be ongoing and continuous. This allows for constant feedback from the community. The feedback needs to be used to improve the Career Center so that it is relevant and a valuable asset to the students, other users, and the community.

IDENTIFY GOALS AND OBJECTIVES

This important phase of development determines the path to the successful establishment of the Career Center. The assessment of faculty, staff, students, and parents will be the basis for forming the goals and objectives, since the purpose of the Center is to meet the needs of the clients who will be using the services. The availability of resources and money to fund the project will also need to be considered.

Although each Career Center will be based on the needs of its students, these basic objectives should be followed:

- Provide accurate and relevant career materials.
- Assist the students in researching occupational ideas suited to their interests, values, and abilities.
- Offer career assessment through testing and interest inventories.
- Provide the faculty with staff and resources to support career-related educational instruction.

These objectives clearly establish the purpose of the Career Center, including what programs will be offered, who will have access to the Center, and what materials and resources will be provided. The objectives will establish a plan of action that will determine the needed staff, space, resources, programs, and equipment. They will also lay the foundation for developing a comprehensive Career Center.

Ask Yourself

Once your goals and objectives are established, ask the following questions:

- Where is the best location?
- Who will be using the Center?
- How many people need to be accommodated at one time?
- What types of services and programs will be offered?
- How much space is needed for these services and supportive equipment?
- What resources will be available for student use, for faculty and staff, or parents who need information to guide their children?

LOCATION

The ideal location for the Career Center is in the guidance and counseling area of the school. Counselors, students, and faculty then have easy access to the programs and resources of the Center. This is usually a high traffic area of the school and students are already accustomed to using counselor services. In addition, it will facilitate the integration of the Career Center programs into the overall guidance plan of the school. If space is not available within the guidance and counseling area, it is possible that an adjacent classroom be modified to accommodate the Career Center. Another alternative is to use a section in either the counselor's office or the counseling waiting room.

Other considerations related to the location include the following:

- Reasonable access for students with disabilities
- The assurance of security for the equipment and the resources
- Space allowance for individual and/or private workstations
- Privacy for counselor/student interaction
- Quiet areas for assessment
- Sufficient room, if possible, to accommodate small groups for workshops

FLOOR PLAN

Once the location has been determined, the floor plan can be developed. The Career Center coordinator should keep several factors in mind when developing the floor plan: space for computer workstations, privacy for assessment and career exploration, and noise levels of certain activities.

The effective and efficient use of space is a factor in developing the Career Center. Examples of Career Center floor plans are presented in the book *Career Counseling: Applied Concepts of Life Planning* by V.G. Zunker.

LEVELS OF DEVELOPMENT

Resources

Staffing the Career Center and selecting the equipment and resources can seem like a complicated procedure. To simplify the process, it is suggested that development of the Career Center utilize the two levels described in this section. At the minimum, the components of Level I should be implemented; however, as resources and funding become available, the Career Center can expand as depicted in Table 2.

It is recommended that all Career Centers provide five basic types of information:

- **Occupational information** for both military and civilian jobs to include training requirements, duties, salary, work environment, projection of employment, advancement opportunities, and skills needed
- **Training information** to include universities, community colleges, vocational-technical schools, military, apprentice-ships, and on-the-job training
- **Career decision - making material** such as tests and surveys of student's interests, values, aptitudes, and self-directed materials for career planning exploration
- **Test preparation material** related to the PSAT, SAT, ACT, ASVAB, Civil Service, etc.
- **Job seeking material** related to strategies, resumes, applications, interviews, and advancement

A sixth category of **scholarship and financial aid information** may be added if the institution does not have a separate department handling this area.

Occupational Information

Materials available from Colorado Career Web include

- *A Planning Guide for Colorado Careers*

The federal government produces several publications about occupational and labor market information. These are a must when establishing a Center:

- *Occupational Outlook Handbook*
- *Occupational Outlook Quarterly*
- *Dictionary of Occupational Titles*
- *Guide for Occupational Exploration*

DEVELOPING A CAREER CENTER

	Level I Basic	LEVEL II ADVANCED (Level I Plus)
Staff	Career Services Coordinator	Student Aides
Equipment	Access to: Computer (CD ROM)* Printer Copy Machine	Access to: Modem (Internet) Video Cassette Recorder (VCR) TV Monitor Overhead Projector (workshops) LCD Panel (to project the computer screen for workshops)
Resources	Occupational Information US DOL/CO DOL Publications Training Information College catalogues Career decision-making materials COCIS** Assessments Strong Interest Inventory Self-Directed Search Values Inventory Test Preparation Materials ACT/SAT ASVAB Guides Job-Seeking Materials Resume and interview guides, etc.	Additional reference books, journals, magazines, materials Video library (occupational, job search, college videos) Occupational files w/career information on jobs and opportunities with regional business and government organizations Application files for area businesses Apprenticeship/OJT files for various vocations

* Materials from college information to occupations to interviewing information are available on compact disk (CD ROM).

** COCIS is the Colorado Career Information System (see p. 33 for contact information).

Table 2

Training Information

Books related to specific training opportunities can be ordered through companies such as Peterson's, Barron's, ARCO, Lovejoy, or from career resource catalogs. Having several books in each category from different publishers can assure that complete information will be available to students. These books contain the admission policies, tuition rates, addresses, programs of study, and other pertinent information on individual schools.

Catalogs from specific colleges can be obtained directly from the institution by sending a postcard request. Another point of access is to look for the institution web page. Colorado public 2-year and 4-year postsecondary institutions may be accessed at **www.state.co.us/edu_dir/edumenu.html**

There you may find the college catalogs. A 'must have' resource for all counselors helping others learn about Colorado colleges, universities and community colleges majorrs and fields of study is the 'Colorado Collegiate Handbook' a publication of the Colorado Council on High School-College relations. It can be purchased by calling 970-247-7190 (Harlen Steinle) or the admissions office of any Colorado college. You also may order online at
www.coloradocouncil.org/

Other sources of free information on training opportunities should be considered. Military recruiters and private employers can enhance a Center's resource collection. Prospective employee packets can provide on-the-job training ideas and hiring requirements. Some counselors regularly attend job or career fairs to obtain these materials for student use.

Career Decision-Making Materials

Career decision-making materials include both test materials and individualized, self-guided, career-planning books (assessments will be covered in the "Career Assessment Tools" section). The books available are numerous and it is suggested that three or four be selected to allow for individual differences. Several excellent books are in the "References and Resources" section. There are also many excellent guides to working with people in career development and career transition.

Counselors and teachers can use these career-planning books for individual or group workshops, and classroom presentations. It is a good idea to allow students to check out some of these books but to restrict checkouts so that reference materials, such as government publications, will stay in the Career Center at all times.

Test Preparation Materials

High school students may be interested in study guides for tests they may take in conjunction with their future plans. Test preparation materials are highly recommended for a career resource area. The books will give an overview of test content,

time allotment, testing procedures, and test-taking tips. Sample test questions and review exercises are included in the study guides. Offering several versions of study guides for the same test will provide students with a choice of materials and will provide the industrious student several guides to use. Some recommended study guides are given here.

- *How to Prepare for the Armed Forces Test, ASVAB*, Barron's Educational Series, Inc.
- *How to Prepare for the SAT*, Barron's Educational Series, Inc.
- *ACT, American College Testing Program*, Simon & Schuster, Inc.
- *Barron's How to Prepare for the ACT*, Barron's Educational Series, Inc.

Some companies offer computerized versions of these test guides. Before ordering these be sure you are able to dedicate a computer for this use. However, parents may be interested in obtaining these programs. For purchase ordering information can be found in most of the free catalogs listed in the "Ordering Sources" section of this manual.

Job-Seeking Materials

Job-seeking materials will fill a need for students seeking part-time positions while attending and after school, regardless of further educational plans. Books, videos, workshops, and classroom presentations are all ways to assist students in preparing for employment.

Resources in the job skills area should include information on the job market, application procedures, résumé-writing, and the interview peocess. There are books that cover all phases of the job hunt, and others specifically addressing one area, such as résumé-writing or interviewing. A sample of job-seeking materials is notred in "References and Resources."

LEVEL I

Staff

A guidance and counseling staff member should be appointed as the Career Services Coordinator for the purpose of managing and implementing programs, developing budgets, maintaining resources, and training other staff.

Equipment

It is very important to have at least one computer in your career center exclusively for student use. We recommend a IBM type PC with a Pentium processor and a Compact Disc (CD ROM) Drive (16 speed). Some of the career software today is on CD Rom. At a minimum, the other computer specifications are: 128 MB of RAM

(memory), at least a 4 GB hard drive(capacity), and 700 MHZ (speed of processing). The computer should also have multi-media capability. New software packages require significant computing power. Purchasing a less powerful computer initially may save money but the useful lifetime of the equipment is shortened.

LEVEL II

Staff

Level I staffing provides a good foundation for a Career Center and can meet most student needs. In Level II, staffing can be expanded to include student or paraprofessional aides. They can be trained by the Coordinator to use the equipment, identify resources, and perform clerical duties.

Equipment

The Internet is a wonderful and popular source of information on a variety of subjects. It is important for students to have guided access to this resource through the school network. Most modems come with the computer system and modem software is already on the system. However, modem connections are becoming less attractive. If your computers are wired into a local area network (LAN) and that is connected with the Internet, you have no need for a modem.

Excellent career and college information can be found on the Internet. A list of addresses and a further explanation of the Internet as a resource is discussed in the "Career Exploration Tools" section. It is also important to note that individual college catalogs, as well as collections, are available now on CD. This is important if shelf space is limited. A VCR and monitor will allow the Center to have a video library that features occupational, career-planning, and job-seeking skills video tapes. Headphones are also useful with the as many programs contain audio and video components.

Overhead and LCD (liquid crystal display) projectors are useful for classroom presentations and workshops. The LCD projector is used to project a computer screen onto a flat vertical surface and is useful when demonstrating to a class how to use a computer program like COCIS.

There are some excellent career information delivery system software packages and programs on the market today, including the Colorado Career Web's Career Reference System. For over 800 careers you may find: number of openings expected annually, descriptions, averagewages, supply of job seekers, recommended education and where to get it, number of graduates and much more. This resource can be found at **www.colorado-career-web.org**

The comprehensive Career Center is one that has multi-dimensional resources that meet the needs of a diverse student population.

1. Occupational files with regional business and government organizations.
2. Application files for area businesses.
3. Apprenticeship/on-the-job-training (OJT) files.

Occupational files have information on various careers and the job opportunities within those careers. Application files contain application materials from businesses in the region. Students can pick up applications at the Career Center and local employers may post jobs with the Coordinator. These jobs can be posted on a bulletin board in the Career Center. Apprenticeship/OJT files include information on opportunities for on-the-job training programs in the local area. Non-college-bound students will be interested in this option.

CAREER ASSESSMENT TOOLS

Assessment is one of the keys to helping students make intelligent and well-informed career decisions. Assessment helps the counselor obtain more comprehensive information on the student's abilities, interests, values, views, and perceptions. There are two major ways to assess a student: the interview process and the objective assessment instruments and questionnaires. The ideal assessment portfolio includes:

- **The career interview** in which the student discusses goals, values, motivation, commitment to education, talents, and interests with the counselor.
- **Achievement test scores** are used in measuring current level of knowledge, skills, and competence. An algebra test is a good example.
- **Aptitude test scores** predict future level of performance. The ASVAB (Armed Services Vocational Aptitude Battery) is an example of an aptitude test.
- **Interest inventories** measure the student's interests, work values, and occupational expectations. The Strong and the SDS are good examples of interest inventories.

Career Interview

The career interview can be used to gather more data about the student. The interview is an informal way of gathering information but one that adds a personal touch and should be used in building rapport with the student and establishing a relationship. The interview will also help the student evaluate goals, motivations, and values. The interview can be used to discuss any topic that could effect career choice, including strengths, talents, hobbies, and past experiences. Discuss with the student feelings or beliefs about various careers that may interest or intrigue them. The interview will allow the counselor to assess the student's career-related perceptions. More importantly, the interview will help the student reflect on their own situation which will often generate discussion and bring up additional ideas.

Achievement Tests

Achievement test results are standard items contained in student files. These results give the counselor information on the knowledge attained in a given area and are useful in career counseling for noting strengths and areas that need improvement. Examples of common achievement tests are the ACT, SAT, and PSAT.

Aptitude Tests

Aptitude tests measure specific skills and proficiencies. Through the process of measuring aptitudes, a guide can be developed to determine potential career choices by predicting a student's or client's strengths.

The ASVAB is an example of a multiple aptitude battery. Results help students assess their aptitudes and predict performance in academic and occupational areas, select career exploration activities, and make tentative career choices.

Ideally, the ASVAB will be administered to all 11th grade students at the beginning of the school year. The results are returned to the schools in approximately two weeks, along with one Exploring Careers - The ASVAB Workbook for each student who takes the battery. The ASVAB Workbook helps students identify occupations for which they may be suited based on their career interests, ASVAB scores, amount of education they are willing to pursue, and values which are important to them. Once students have identified one or more occupational areas based on the above criteria, they are better prepared to use the Career Center to more fully investigate the specifics of jobs or occupations which most appeal to them. Examples their research could uncover might be one or more of the following: number of openings in their state; expected salary range; training, education, or other qualifications required; and related occupations. Once juniors have identified occupations, they have a year or more in which to focus their energies toward reaching their occupation of choice.

The ASVAB is equally important to juniors who plan to go to college. The identification of an occupation or career group will better prepare them to discuss with their school counselor possible colleges or universities which offer programs in their chosen field. Additionally, if taken before the ACT or SAT, it will help them identify stronger areas including math or English. This knowledge will provide them with an opportunity for more practice in their weaker subjects prior to the test to improve their test score.

There is no charge for the ASVAB. All services (pretest briefing, test administration, scoring, and post-test interpretations) and materials (paper, pencils, etc.) are provided by the Department of Defense. School officials need only provide an adequate testing area and a school official with whom testing personnel may coordinate testing procedures.

Career Interest Inventories

Interest inventories compare individual interests to those of the general population, identifying higher than average interest areas. Individual interests are compared with interests of people who have a high degree of job satisfaction in particular occupations. The surveys can stimulate student involvement in career exploration and are helpful in the career decision-making process where students learn more about themselves and the world of work. Interest inventories help students focus their interests on jobs within career areas.

Today, many career interest inventories are available both in written and computerized form. The companies that sell the booklets or answer sheets and software provide in-depth manuals and brochures detailing administration, reliability and validity data, the

normative sample, and how their results can be used to work with a student. Three of the most easily administered career interest inventories, available in computerized or written form, are the SDS, the Strong (800-624-1765) and the Harrington-O'Shea Career Decision Making (CDM) System (800-328-2650) . Some inventories have special forms allowing students with disabilities to take the inventories independently. For example, using a voice synthesizer and a Braille keyboard, students who are blind would have independent access to a computerized inventory. Some inventories, like the SDS, have Braille versions. Various packages, scoring options, and supplemental resources are available to qualified counselors or test administrators.

STUDENT PORTFOLIOS

Each student should be encouraged to maintain a portfolio. This portfolio should include records of the student's achievement test scores, college entrance test scores, aptitude tests or surveys, interest inventories, measures of skill standards, and a statement of the student's personal goals and objectives. Any other information, which helps a student set goals or shows ability to achieve required job skills, should be kept in the portfolio. As previously mentioned, the portfolio can be used to help create a resume when applying for jobs.

You can order life/work portfolios which help students articulate and plan career and life goals. Individualized, easy-to-use personal planners and portfolios help students figure out who they are and what they want. These tools also help students

- understand the relationship between their education and work skills,
- build career development competencies,
- document their progress and accomplishments, and
- help them take responsibility for managing their lives.

These portfolios may be ordered by contacting

www.learningconnections.org/NTSC.htm

CAREER EXPLORATION TOOLS

There are many excellent career exploration tools a counselor can use to help students discover more about educational opportunities and the world of work. Two of many useful tools are the *OOH* and the Internet.

The Occupational Outlook Handbook

The *OOH* is developed by the USDOL, Bureau of Labor Statistics, and is an essential tool to have in any Career Center. It is also available from private publishers in print form as well as on CD. An Internet version is available through the Bureau of Labor Statistics home page, **stats.bls.gov/ocohome.htm**. The *OOH* describes in detail nearly 250 occupations which covers about 90% of all workers and is a wonderful tool for occupational exploration and clarification.

There is a job index in the *OOH*. Detailed reports on occupations or groups of occupations are available. The major report categories are: *nature of the work, working conditions, employment, training/ other qualifications/ advancement, job out-look, earnings, related occupations,* and *sources of additional information.*

- *Nature of the work* gives a comprehensive description of the job and the duties.
- *Working conditions* discusses the working environment, the hours, and the types of situations that one may encounter while on the job.
- *Employment* deals with the number of people in that occupation nationwide as well as the places of employment.
- *Training/ other qualifications/ advancement* is concerned with education or training, certification, and the procedures required for promotion.
- *Job outlook* presents the national forecast for the job's growth. Forecasts are usually given for eight to nine years from the date of publication.
- The *2000-2001 Earnings* section discusses average weekly or annual salaries.
- *Related occupations* mentions various occupations that are similar to the one being discussed.
- *Sources of additional information* names a few professional organizations within that field that can be contacted for information on career opportunities, certification, licensing, etc.

The *OOH* can be ordered in print or on CD through companies such as:

JIST Works, Inc.
8902 Otis Avenue
Indianapolis, IN 46216-1000
Ph: 1-800-JIST-USA
FAX: 1-800-649-5479
www.jist.com

Or it may be ordered directly from the Federal Government:

U.S. Government Printing Office
Washington, D.C. 20402
(Stock No. 029-001-02766-4)

THE INTERNET–AN IMPORTANT RESOURCE

The Internet, specifically the World Wide Web (WWW), has become an important resource for many people. It is a huge collection of information on just about any subject. The Internet is a wealth of information on career, job, and labor markets information. It is also a tool for researching colleges, universities, and technical-vocational schools. Financial aid information is also available online.

To use the Internet, a computer, access provider or online service, Web browser software (make sure the computer has enough capacity to handle the software), and a modem (27.8 being the minimum speed, 56K recommended) are needed.

It is important that the URL addresses be entered exactly. However, the Internet changes often, and many of the listed addresses, while functional at the time of publication, may not necessarily be so when read. If the address changes, a forwarding address is usually provided. New sites are regularly added and old sites are updated or completely removed. Also be aware that while much of the information on the Internet is free, there are some sites for job-related services that do charge for access to their site or services. Please thoroughly read about a site before registering or asking for assistance from their organization. It is very important that students be aware of this.

There are several ways to conduct a search on the Internet. First, search through what is known as a "search engine." Some of the more popular search engines along with their Uniform Resource Locator (URL) address are listed below:

Google	www.google.com
Yahoo	www.yahoo.com
Go Com	www.go.com
WebCrawler	webcrawler.com

Lycos	www.lycos.com
AltaVista	www.altavista.com
Netscape Search	search.netscape.com
Argus Clearinghouse	www.clearinghouse.net
Study Web	www.studyweb.com
Look Smart	www.looksmart.com
Ask Jeeves	www.askjeeves.com
Excite	www.excite.com

Enter the exact address of the site if known. If the address is unknown, the exact name of the subject can be used for the search. There are several different types of searches: phrase, proper name, and Boolean logic searches are just a few. In a phrase search, use *(" ")* to note the key phrase or terms within the quotes. A proper name search should give a specific name in quotes (" "). Some search engines are case sensitive. Be sure and capitalize where appropriate. A Boolean logic search uses the words *AND, OR, AND NOT, & NEAR*. This will help narrow the search. It is a good idea to capitalize these words as some search engines require it.

There are many sites where a student can access career/job/labor market information. This information gives better insight into the market which would help a student make better informed career decisions. These sites are also useful tools for counselors in guiding students. The following is a sample list of sites that may be useful in career exploration:

Colorado Career Web	www.colorado-career-web.org
Northwest Center for Emerging Technologies	www.nwcnet.org.
Career Builder	www.careerbuilder.com
Monster	www.monster.com
ERISS	www.eriss.com
CareerNet	www.careernet.com
Jobtrack	www.jobtrack.com
Career Magazine	www.careermag.com
Job Bank USA	www.jobbankusa.com
America's Job Bank	www.ajb.dni.us
Bureau of Labor Statistics	www.stats.bls.gov
Colorado Job Bank	www.asb.org/co/
Space Jobs	www.spacejobs.com
NationJob Online	www.nationjob.com
Career WEB	www.cweb.com/

4WORK	4work.com
CareerCity Jobs	www.careercity.com
Help Wanted USA	iccweb.com
Employment Review	www.bestjobsusa.com
United States Department of Labor	www.dol.gov

In searching on the Internet, sites for specific careers can be located by conducting a word or phrase search by typing in the subject or a specific college major, for example, nursing, education, or engineering. A few of these specific sites for specific areas are listed below as examples.

Fire Science/Emergency Services:

The Fire Station	www.flash.net/~jturner

Education:

Education Jobs	dir.yahoo.com/Education/Employment/Jobs

Engineering:

Engineering Jobs.com	www.EngineeringJobs.com

Office Technology:

Kelly Services	www.kellyservices.com

Government Jobs:

Federal Jobs Central	www.fedjobs.com
American Federal Jobs Digest Listings	www.jobsfed.com

Job and Career Information Clearinghouses

Job and Career Information Clearinghouses are a collection of many different kinds of information. They may also provide connections to other related Web sites. Several of these clearinghouses are listed below:

The Riley Guide: Employment Opportunities and Job Resources on the Internet
www.dbm.com/jobguide

The Catapult, the National Association of Colleges and Employers
www.jobweb.org/catapult/catapult.htm

Career Resources Homepage, Rensselaer Polytechnic Institute
www.cdc.rpi.edu/

Applying for jobs through the Internet

Today, more and more companies are posting their employment opportunities on the Internet. Resumes and applications can often be sent directly to the company via the Internet. Individual companies have different requirements. The company will often give detailed instructions on what and where to send any application materials.

Professional Associations Online

American Counseling Association(ACA)
www.counseling.org

National Employment Counseling Association(NCDA)
www.geocities.com/Athens/Acropolis/6491/neca.html

American Psychological Association

Career Resources
www.apa.org/students/careers

High School Teacher Affiliate
www.apa.org/members

College-Related Search Sites

Educational and financial aid searches can also be conducted over the Internet. Below are educational search sites:

American School Counselor Assoc.	www.counseling.org
College Board Career Planning	cbweb9p.collegeboard.org/career/bin/career.pl
Peterson's Education/Career Center	www.petersons.com/ugrad
The College Board	www.collegeboard.org
U.S. News College/Careers Center	www.usnews.com/usnews/edu/
Embark	www.embark.com
CollegeNet	www.collegenet.com
CollegeView	www.collegeview.com
CollegeZine	www.kaplan.com
The Princeton Review	www.princetonreview.com

Most schools today have their own home page on the WWW. Thus, in conducting a proper name search, typing in the name of the school in quotes or its URL address, you should access that home page. You may look at this site for many Colorado Schools:

www.state.co.us/edu_dir/postsec.html

Financial Aid

FAFSA on the Web	www.fafsa.ed.gov
FastWEB	www.fastweb.com
Colorado Student Loan Program	www.cslp.org
Financial Aid Information Page	www.finaid.org

CAREER CENTER DAY-TO-DAY OPERATIONS

The Career Center day-to-day operation includes individual career counseling appointments, interest and aptitude inventory for group or individual administration, classroom presentations, research projects, career forums, and workshops. The workshops should cover areas such as career center resources, career exploration, educational and financial aid search, resume and application writing, and interviewing and presenting your skills.

COUNSELING

When a student visits the Career Center, the counselor needs to establish the student's objectives in visiting the Center. Career counselors are there to guide the student in better career decision making. However, the career decision is ultimately made by the student.

Establish Rapport and Conduct an Assessment

The process of career counseling has a logical sequence that generally can be followed.

1) Conduct a career interview with the student discussing topics like the student's values, goals (personal/professional), interests, strengths, talents, etc. A career interview is a chance to establish some rapport with the student and allows an informal assessment. The interview is an opportunity to see how students view themselves and their situations.

2) An interest inventory helps students clarify their interests more clearly and suggests career clusters based on those interests. A values inventory or checklist pinpoints values that should be incorporated in the occupational search. An aptitude test assesses a student's strengths and abilities as well as delineates areas that need improvement. The inventories should be age appropriate and take no longer than 30 to 40 minutes each to complete. Some inventories can be administered in groups and may require two to three sessions to complete. The counselor should be cautious of giving more than one instrument to a student at a time.

In the counseling sessions, it is important that the counselor and student discuss any conflicts or inconsistencies that are seen in the inventory results or that come out in the interview. For example, students' job values may not match their job choices. It is important for counselors to suggest that career decision-making is a lengthy process and may not be decided in one or two sessions. It is equally important that students realize they must make a personal investment in exploring and learning about various careers. This means spending time in the Career Center with the resources. The counselor needs to check out some of the career specific books to students. The students then can conduct their own research.

CAREER EXPLORATION

When students know their occupational interests, in-depth occupational exploration can be done using computerized resources such as COCIS. Other exploration resources are available in both computerized and print such as the *OOH*, the *DOT*, and the *Encyclopedia of Careers*. The Internet is another good resource. Three key occupational exploration resources were described in detail in the previous section "Career Exploration Tools."

Students should narrow their final choices to three to five occupations, if one doesn't stand out by itself. The final component of exploration should be to talk with a career representative(s) from the occupation(s) of interest. Counselors should establish contacts within the community, with people who are in various occupations and who would be willing to talk with students about their respective occupations. The student should then set up an interview to talk with these representatives and even job shadow, if possible. Job shadowing is observing someone on the job to see what actually takes place. The interviewee needs to gather as much information as possible on the duties, realities, myths, the pleasant and not-so-pleasant aspects of the occupation in question.

Following is a list of possible questions that might help a student obtain helpful information:

- What are the academic majors/degrees or training experiences that are required in order to be qualified for this occupation?
- What advice would you give to someone thinking about pursuing a career in this area?
- What are the most rewarding and least rewarding aspects of your job?
- What specific skills are required for this position?
- What additional training, if any, do you need in this occupation once you are hired? (e.g., continuing education units, maintaining licensure or certification, etc.)
- What is a typical day like for you?
- Do you see any interesting trends for this career field in the future?

Once the student has gone through counseling, the exploration phase, and has a good idea of the occupation they would like to pursue, counselors help students explore educational plans. Together they investigate colleges and vocational-technical schools by using various books such as the *College Handbook* listed in "Resources and References." The college catalog section, from a broad spectrum of colleges, allows hands-on comparison in greater detail. It is impossible to keep a catalog from every university and college in the U.S The Internet is also a great resource for educational searches.

After the student establishes an educational plan, additional issues such as financial aid, military service, or prospective employers should be addressed.

CLASSROOM PRESENTATIONS

Classroom presentations will help students become aware of the Career Center services and resources. The first presentation is usually general, often followed by requests for more specific presentations. Suggested presentations include: general, subject-matter-related, value-oriented, senior packet, and research. Individual teachers can request that the career counselor make classroom presentations on specific topics. Counselors need to be open to developing new topics as the need arises.

General

First presentations should be general in nature. After a conference with the teacher, the career counselor visits the high school classes. It is important that this presentation include Career Center purpose, location, appointment hours, and explanation of resource samples. The recommended general presentation consists of the following: a sample occupational video, a career information book, a job-seeking skills book, a variety of DOL publications, and occupational printouts on specific careers. Specific references include COCIS software, *OOH*, and *Military Careers*. In succeeding years, the incoming class needs to be given the general presentation to become aware of the available resources.

Subject-Matter

Subject-matter presentations are in response to individual teacher needs. Instructors request presentations on occupations and training related to their course of instruction (see Appendix C). For example, a Business Law class presentation may include information on the nature of legal work and related legal occupations. The career counselor then prepares information on the training, working conditions, earnings, and expected job outlook for the requested area or career. Presentations include all levels in any career area, for instance paralegal to lawyer, and court reporter to judge.

Values

Value presentations can take the form of self-assessment of work values. Self-assessment of values assist students to learn more about themselves and their values and how these relate to the world of work. Value presentations cover those qualities employers generally look for, but students rarely see as important attributes, such as dependability, promptness, honesty, ethics, personal appearance, and many more.

Senior Packet

By the senior year, students have been exposed to career exploration and work-based learning for several years. Seniors need information on higher education, job seeking skills, and specific job information. All this information is included in a senior packet with a letter of congratulations and information on resume writing, interviewing, job seeking skills, DOL publications on available jobs, higher education opportunities, and any other valuable information not presented to the seniors earlier in their high school experience.

Research

Research projects for students typically begin with a classroom presentation or are instigated by projects assigned by the teacher. Various interest inventories should be given to individuals or entire classes. The inventories will help students narrow the focus of their career search. Students visit the Career Center for follow-up research on their chosen careers. This research may take several visits. The student has access to the information to prepare an oral or written report as required by the classroom teacher.

WORKSHOPS

Secondary career counselors should design job-seeking skills workshops. Videos and other interesting audio/visual aids should be included in the presentations. Some of the suggested topics for workshops are resume writing, the perfect cover letter, job application procedures, and job interview skills. Check out the Colorado Department of Labor Navigator websiter (navigator.cdle.state.co.us) This information can be presented to individuals, small groups, or entire classrooms depending on the school situation.

CAREER FAIR – GENERAL INFORMATION SOURCE

Career Fairs are approached from several directions depending on the size of the sponsoring organization and the available resources. The basic concept is the same: to assemble as wide a variety of employers as possible in a location where students network with the representatives. The following are some basic questions students might ask. What education or training is required for each career field? What career fields are available? What personal attributes does the job require and what is the pay range? The answers give students information from "real" employers that may help narrow their personal career goals.

CAREER FORUM – SPECIFIC CAREER INFORMATION SOURCE

A Career Forum focuses on a single career field where as a Career Fair focuses on many career fields. Four or five representatives from several aspects of the field are brought together in a panel. Each member of the panel gives a short presentation on their job - the required training, general duties and responsibilities, work environment, salary, and so forth. Students attending the forum have the opportunity to ask questions. This helps students see the range of jobs available in the field. An example would be medicine with representatives such as Nurses Aide or Orderly, Registered Nurse, Physical Therapy Assistant, Surgeon, Dentist, and General Practitioner.

PRESENTING YOUR RESOURCES

An important aspect of a Career Center is the presentation of the resource materials. The resources are organized in a manner that invites and encourages people to use them without feeling as though they are imposing on the staff.

All resources need to be labeled for easy location. This identification, combined with organization, provides easy accessibility to students, faculty, and staff. Many students and instructors will stop by the Career Center to browse through the books, college catalogs, and publications. The placement of the resources differ according to the amount of space available, be it an office, a large room, or several rooms.

EQUIPMENT

Computer

Locate the computer in an area of the Career Center where students will have privacy when using it. Although this area does not have to be enclosed, place the computer in an area where there is minimal activity or talking. If an office is the only space available, partitions around the computer may be the best option so the students can concentrate without interruptions. Headphones are a good idea for programs that have audio.

The system needs to have a printer. It is used for printing assessment results, as well as general occupation and college information for the student's immediate use.

Video Cassette Recorder (VCR) & Monitor

Proper arrangement of equipment and videos in a reasonably secluded area encourages students and faculty to use the video equipment. Today's students are accustomed to videos and seem to gravitate to them. If they are allowed the freedom to browse through the titles, students will operate the videos on their own and at their own pace. This area consists of a television, VCR, and a good display rack and/or cabinet for the tapes. It is useful to have a video system that will allow the students to use headphones for audio privacy.

RESOURCE MATERIALS

The optimum arrangement for resource materials provides sufficient space to display the resources in seven major divisions:

1. Career Search Section

The resources in this section should provide job descriptions, future outlook for careers, average national salaries, training or college requirements, academic preparation requirements, related jobs, working conditions, and other pertinent job

description information. Books on vocational guidance, occupational exploration, and specific careers are very popular.

The *OOH* and the *DOT* are two publications published by the USDOL. The *DOT* is a two volume dictionary of careers that has a brief overview of most of the jobs available in the world of work. The *OOH*, on the other hand, gives a more thorough report on occupations. The *OOH* was discussed in greater detail in the section "Career Exploration Tools."

2. Job Hunting Section

This section consists of books, magazines, and publications on resumes, application procedures, interviewing techniques, cover letters, finding employment, the job market, job skills, and other related materials. Many high school students are in the school-to-work transition phase, and this section provides the career guidance tools to serve these students. It also serves students who are working while going to high school.

3. Military Section

The Career Center is not a place for the standard military information rack. Rather, the Center provides information about selecting the military as a career field. Information is supplemented with copies of recruiting-type brochures.

4. Technical School and College Section

The technical vocational school and college section is very important. It is used extensively by juniors and seniors and also by parents! Include books that discuss selecting and applying to a post secondary institution, financial aid information, campus visits, and guides for parents and students.

Another important component of post-secondary information is the college catalog section. This section is often built with whatever catalogs have been sent to the counselor. This provides an incomplete college catalog library, making it difficult for students to research their particular college choices. Postcards requesting catalogs need to be sent out every one to two years to selected technical institutions, colleges, and universities. Include all post-secondary schools in your state as well as surrounding states. Beyond this, select only major state schools around the nation.

5. Publication Section

The "Support Services Available" section contains information on a variety of free materials which is the beginning of the publication section.

The publication section of the Career Center is burdensome to display unless some funds are invested in magazine holders, similar to those used by libraries, or wall

display units in which categorized magazines, newspapers, and brochures are displayed.

If pamphlets or newsletters are received on a monthly basis, file them in a clearly labeled, three-ring binder and display the binder so that it is easily accessible to students.

6. Video Section

Video display units are expensive. One option is to purchase an inexpensive bookcase for video display or display under the VCR in the TV stand.

7. Bulletin Board

A Career Center bulletin board is useful for posting articles and publications on job training, college life, degree programs, job-seeking skills, Colorado economic outlook, future wages and jobs, high school information, and career planning. Job announcements from area employers should be posted here, as students may be looking for part-time work while in school. The bulletin board is also an advertising center for upcoming events such as Career Fairs or Career Forums.

DOCUMENTATION-ACCOUNTABILITY-REPORTING

MONTHLY REPORT

A monthly report is a good tracking or assessment instrument. It is wise to keep the basic statistical data. This basic data should be kept on a simple sign-in sheet rather than a comprehensive intake form (Appendix D).

When establishing a Career Center, it is helpful to prepare a monthly progress report. Submit copies to those involved with the supervision and funding of the Center. The report is necessary for two reasons: First, it provides monthly accomplishments to program sponsors; and second, it enables the counselors to analyze the process and to make any changes necessary. Information in the report is used to evaluate the Career Center and to continually improve resources as well as process.

The report needs to contain information on all phases of setting up and operating the Career Center. The report should include documentation on ordering equipment, resources and supplies, the actual moving into the Center, training procedures, seminars and meetings attended, open houses, any forms, brochures, or literature developed, and the general day-to-day operations. The tally of student data is also included: the number of students, number of disabled, ethnicity, grade, and gender. This documentation will prove the use and value of the Career Center.
In addition to the objective analysis of the month, a subjective evaluation should also be conducted. The Center Director can review the activities of the month and discuss with those concerned any problems that may have developed as well as solutions formulated for the future.

INTAKE FORM

The intake form can be a very simple form, or more complicated, depending on reporting requirements of the individual school. If state or federal grant money is used to support the Career Center, the grant will specify specific stipulations for reporting Career Center information for accountability. This form may include questions on residency, citizenship, selective service, student involvement in a vocational/technical program, and disabled status. Each Career Center needs to insure compliance with regulations within their organization.

Appendix E shows an example of an intake form requiring a wide variety of data. At a minimum, the form should include general information such as name, social security number (or other appropriate id number), grade and current goal. Include ethnicity to insure compliance with Equal Opportunity Legislation.

The section on current goal or future plans (work, military, vocational/technical or professional) helps the counselor in guiding the student toward reference material that will be most helpful. Allow space on the form for the counselor to include information and data on what services were utilized by the student. The example in Appendix F has

use when preparing a monthly report and statistical evaluation. This section is very beneficial to the counselor when used as an evaluation tool to determine how effectively the resources are being used. With a limited budget, it is important to know what information is used most frequently; therefore, the report needs to be updated as often as financially feasible.

A remarks section should be available for counselor's use to record actions taken and recommendations made for the future. Information from other sources, which may impact career decisions, are kept in the same file such as interest inventories, aptitude surveys, and achievement test scores.

READY? . . . SET . . . GO!

- Have you observed an operational Career Center?
- Have you found a location for a Career Center?
- Have you created an Advisory Board?
- Have you decided on an appointment system or drop-in procedure for students?
- Have you planned an open house for the Career Center? (Are these designed for specific groups or for general information?
- Have you publicized the new Career Center? (radio, TV, newspapers, school bulletins, posters)
- Have you surveyed faculty and staff to assess their needs?
- Have you established a close working relationship between yourself and the guidance department?
- Have you prepared an information form or brochure of Career Center services for the faculty?
- Have you indicated you were available to give tours and presentations on the Career Center and its services and resources?
- Have you identified, ordered, received, and catalogued resources?

If you have addressed these questions, you should have an operational career center.

COCIS

COCIS is a Colorado-specific Career Information System. It is a non-profit consortium of schools and agencies with a focus on service and training. The software programs provide information on thousands of Colorado and national schools including public and private vocational programs. It offers financial aid information and a gateway to application materials. The data is Colorado's regional and local labor and education statistics. The information is contained on a CD-ROM in English and Spanish. It is available in Windows 95, DOS, and Macintosh operating systems.

COCIS is located at:

3607 Martin Luther King Blvd.
Denver CO 80205

(303) 322-9293

The address for mail is:

COCIS
P.O. Box 480722
Denver, CO 80248.

Armed Services Vocational Aptitude Battery (ASVAB)

The ASVAB provides both aptitude and interest assessment, with support materials to assist in meeting counseling needs. It is offered, without cost, by the DoD to students in secondary (10th, 11th, and 12th grade) and post-secondary schools. The ASVAB is designed to predict future occupational and academic success. First offered to schools in 1968, today's version of the ASVAB is administered to over 900,000 students in about 14,000 schools annually.

In addition to assisting students to learn more about themselves and the world-of-work, the ASVAB can also assist school officials in meeting the requirements of other programs supporting curriculum development. The career exploration program contributes to meeting the competencies and indicators identified in the NOICC National Career Development Guidelines or similar developmental guidance models. For schools involved in the School-to-Work program, the ASVAB satisfies one or more of the identified requirements.

The ASVAB is administered by military and civilian personnel of the Department of Defence and the Office of Personnel Management. The battery takes approximately three (3) hours to administer. School officials (principals, counselors, and teachers) may schedule the test by calling the testing section of one of the three (3) Military Entrance Processing Stations (MEPS) that provide services to school officials For more information, contact:

ASVAB Office, Career Exploration Program
229 New Customs House
15th & Stout
Denver, CO 80202-2515

(303) 623-2065

(800) 323-0513

Colorado Career Web (CCW)

The Colorado Career Web (CCW) is a unit of the Community Colleges of Colorado with the mission to disseminate information in the form of products and training so as to facilitate an informed workforce.

CCW's goal is to encourage students and adults to use good, current information when deciding on a career path. This information will help them identify their interests, discover what careers fit those interests, and learn what training might be required and where to get it. To those ends, CCW produces and promote its products and services.

CCW sponsors a number of workshops for school and agency counselors across the state. These training sessions show how to use national and state labor market information materials and reports to help students and clients choose career plans. Included in the course are detailed explanations of labor market definitions and local job conditions, dissemination and discussion of relevant state and national reports, career counseling techniques, and practice case studies.

CCW's director, Dr. Jim Podolak, will be glad to answer your questions or point you in the direction to where you might find the answers you need.

Write us at

Colorado Career Web
c/o LMI
1515 Arapahoe Tower 2, Suite. 300
Denver, CO 80202

phone: 303 - 620 4981
fax: 303- 620 4988
email: info@colorado-career-web

Workforce Centers

Colorado Department of Labor Workforce Centers provide a number of services to employers and workers throughout the state free of charge. Particular areas of interest to registered job-seekers are:

1) Referral to job openings listed by employers
2) Certification and placement in on-the-job training programs
3) Certification for employer tax credit eligibility
4) Testing for basic aptitudes and clerical skills
5) Payment of unemployment insurance as eligible

For further information on any of these programs, contact the Workforce Center nearest you. Their locations are listed on the web (employeesvcs.cdle.state.co.us/wfcs.html).

REFERENCES AND RESOURCES

FEDERAL GOVERNMENT PUBLICATIONS

The ***Occupational Outlook Handbook (OOH)*** is extremely useful as a career exploration resource because it provides in-depth reports on hundreds of occupations. The ***OOH*** is probably the best source for comprehensive and accurate national career information. It is ideal for student or counselor use because it contains answers to many occupational questions. The format is easy to read and understand. Many career centers keep several copies on hand because of its frequent use. This publication was discussed previously in detail in the section "Career Exploration Tools."

It can be ordered through:

U.S. Government Printing Office
Washington, D.C. 20402
(Stock No. 029-001-02766-4)

OR

JIST Works, Inc.
8902 Otis Avenue
Indianapolis, IN 46216-1000
1-800-JIST-USA

The Occupational Outlook Quarterly, published by the Bureau of Labor Statistics, provides updated occupational information and can be used to supplement the ***OOH***. Articles are presented on various career fields, the job market, and other relevant topics. Highlighted occupations can include those in new technology or growth fields where demands will be high for specifically trained personnel.

To order the ***Occupational Outlook Quarterly***, contact:

BLS Publication Sales Center
Box 2145
Chicago, IL 60690
(312) 353-1880

The main objective of the ***Complete Guide for Occupational Exploration*** (***CGOE***), produced by the USDOL, Employment and Training Administration, is to help students identify occupations that match interests, skills, values, and abilities. There are several checklists within the ***CGOE*** to help the student in their exploration: occupational interests, work-related values, leisure activities, home activities, school and training subjects, and work experience. One of the most useful aspects of the ***CGOE*** is that

it classifies the world of work into interest areas, work groups, subgroups, and finally respective occupations. This career exploration tool looks at the total individual and then tries to match personal attributes to occupations within the interest areas, work groups, and subgroups. The student can see examples of occupations within the subgroups and can then refer to the ***DOT*** or the ***OOH*** for more information on that particular occupation. The ***CGOE*** may be ordered through:

JIST Works, Inc.
8902 Otis Avenue
Indianapolis, IN 46216-1000
1-800-JIST-USA

The Dictionary of Occupational Titles (DOT) is a comprehensive source of information of over 20,000 occupations, providing both a classification and description of each. Where the ***OOH*** gives in-depth information on an occupation, the ***DOT*** provides an abstract or "snapshot" of each occupation. The ***DOT*** also provides educational, environmental, and physical requirements for jobs. The Fourth Edition was revised in 1991 by the USDOL. The ***DOT*** is a good resource and is cross-referenced in many other publications; however it may be phased out in the near future. The ***DOT*** is available in a two volume set in printed form, and also available on CD.

The ***DOT*** may be ordered from :

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Military Careers is a comprehensive source of information on 152 enlisted and officer military occupations as well as 36 selected military career paths. The reports on the military occupations contain a detailed description including various duties, physical demands, helpful attributes, work environment, training provided, civilian counterparts, and opportunities.

Request copies through the DoD at:

HQ USMEPCOM/MEPCT-E
2500 Green Bay Road
North Chicago, IL 60064

Hotline: 1-800-323-0513

More information on career planning is available through a variety of resources. Examples are formal classroom education, consulting with other agencies, contact with associations involved in the field, and various publications and other materials on the subject.

FORMAL CLASSROOM EDUCATION

Formal classroom education is offered in Career Planning to both future counselors and students seeking career assistance in Colorado. Most universities with graduate studies in Guidance and Counseling offer a course in Career and Life Planning and/or Vocational Assessment. Universities are also a good source of workshops designed to develop professional skills in specific areas which would be valuable to a career counselor. Contact the Colorado public postsecondary institutions listed at the following website for more information.

www.state.co.us/cche/2-4years.html

SELECTED CAREER/EDUCATIONAL EXPLORATION RESOURCES

Since the information in this handbook is time-sensitive, it is recommended that you extend your resource search to include more recent publication dates.

Career/Educational Publications

Anderson, Byron, Ed. Library Services for Career Planning, Job Searching, & Employment Opportunities. Binghamton: The Haworth Press, Inc., 1992.

Bolles, Richard Nelson. What Color is Your Parachute? 2001 Edition. Berkeley, CA: Ten Speed Press, 2000.

The College Board. The College Board Guide to 150 Popular College Majors. College Board Publications, 1992.

The College Board. College Costs and Financial Aid Handbook 2001. New York: College Board Publications, 2000.

The College Board. The College Handbook 2001. New York: College Board Publications, 2000.

The College Board. Index of Majors and Graduate Degrees 2001. New York: College Board Publications, 2000.

Cosgrove, Hollie R., Ed. Exploring Tech Careers: Real People Tell You What You Need to Know. Chicago, Ill: Ferguson Publishing Company, 1995.

Eichmeier, Steven H. Help! I need a Career: A Developmental Approach to Career and Life Planning. 3rd ed. Dubuque, IA: Kendall / Hunt Publishing Company, 1995.

Detts, Blair. It's Your Future: Plan for Success. Manitowoe: Ideas Un/Limited, 1994.

Harrington, Thomas F. Handbook of Career Planning for Students with Special Needs. 2nd ed. Austin: PRO-ED, 1997.

JIST. America's Top Military Careers. Rev. ed. Indianapolis, IN: JIST Works, Inc., 1997.

JIST. The Enhanced Occupational Outlook Handbook. Indianapolis, IN: JIST Works, Inc, 1997.

Mitchell, Joyce S. College Board Guide to Jobs and Career Planning. New York: College Board Publications, 1994.

Oakes, Elizabeth H., Ed. Free and Inexpensive Career Materials: A Resource Directory. Garrett Park, MD: Garrett Park Press, 1998.

Peterson's. Peterson's Vocational and Technical Schools and Programs West. 2nd ed. Princeton, NJ: Peterson's, 2000.

Peterson's. Peterson's Four-Year Colleges 2001. Princeton, NJ: Peterson's, 2000.

Peterson's. Peterson's Two-Year Colleges 2001. 28th ed. Princeton, NJ: Peterson's , 2000.

Phifer, Paul. College Majors and Careers: A Resource Guide for Effective Life Planning. Rev. ed. Garrett Park, MD: Garrett Park Press, 1997.

Powell, Randell. Career Planning Today. Dubuque, IA: Kendall / Hunt Publishing Company, 1994.

Rowe, Fred A. Career Connection for College Education: A Guide to College Education & Related Career Opportunities. 2nd ed. Indianapolis, IN: JIST, Works, Inc., 1994.

Schmidt, George P. Personal and Career Exploration. Dubuque: Kendall / Hunt Publishing Company, 2000.

Schwartz, Lester and Brechner, Irv. The Career Finder. New York, NY: Ballantine Books, 1990.

US Department of Labor. Occupational Outlook Handbook, 2000-2001 Edition. Indianapolis, IN: JIST Works, Inc., 2000.

US Department of Labor. Dictionary of Occupational Titles (DOT). Bound, CD-ROM. 4th rev. ed. Indianapolis, IN: JIST Works, Inc., 1991.

Associations

American Association for Counseling and Development
(A Division of the American Counseling Association)
5999 Stevenson Avenue
Alexandria, VA 22304
Ph: (703) 823-9800
website: www.counseling.org
e-mail: aca@counseling.org

National Career Development Association
(A Division of the American Association for Counseling and Development)
c/o Creative Management Alliance
10820 East 45th Street
Tulsa, OK 74146
Ph: (888) 326-1750
www.ncda.org

Colorado Career Development Association
711 Oval Drive, Ammons Hall
Ft. Collins, CO 80523-8008
e-mail: shonaker@laporte.colostate.edu

American Psychological Association
Career Resources
www.apa.org/students/careers/

High School Teacher Affiliate
www.apa.org/members

Newsletters/Other Publications

Career Opportunities News
Garrett Park Press
Garrett Park, MD 20896

Cam Report - Career Movement and Management Facts
Priam Publications, Inc.
Box 1862
E. Lansing, Michigan 48826-1862
USPS 407-750

Spotlight
National Association of Colleges and Employers
62 Highland Ave.
Bethlehem, PA 18017

The JIST of It
JIST 720 North Park Avenue
Indianapolis, IN 46202-3490

Planning Job Choices
NACE
62 Highland Ave.
Bethlehem, PA 18017-9085
Ph: 1-800-544-5272

The Job Hunting Handbook: Job Outlook to 2005
Dahlstron & Company, Inc.
155 Wilson St.
Holliston, MA 01746-1433
Ph: 1-800-222-0009
FAX: (508) 429-3368

SELECTED ORDERING SOURCES

The following companies offer a comprehensive array of career-related resources including books, videos, software, and assessments. Some recommended resources from these companies were noted in the previous section. A list of companies and contact information follows. Catalogs are usually available free of charge and many of the companies have made information available over the Internet:

AGS (American Guidance Service)
4201 Woodland Road
PO Box 99
Circle Pines, MN 55014-1796
800-328-2560
www.agsnet.com

Cambridge Career Products
P.O. Box 2153, Dept. CC16
Charleston, WV 25328-2153
Ph: 1-800-468-4227
FAX:1-800-329-6687

COCIS Colorado Career Information System
P.O. Box 480722 Denver,
CO 80248.
Located at 3607 Martin Luther King Blvd.
Denver CO 80205
303 -322-9293

Communication Skills, Inc.
49 Richmondville Ave.
Westport, CT 06880
Ph: 1-800-824-2398
FAX: (203) 226-8820
E-mail: tmatt@futuris.net

Delphi Productions, Ltd
(888) 443-2400.

Ferguson Publishing Company
200 West Madison Street
Chicago, IL 60606
Ph: 1-800-306-9941
FAX: 1-800-306-9942

Impact Publications
9104-N Manassas Drive
Manassas Park, VA 20111-2366
Ph: 1-800-361-1055
FAX: (703) 335-9486
www.impactpublications.com

JIST
8902 Otis Avenue
Indianapolis, IN 46216-1000
Ph:1-800-JIST_USA
FAX: 1-800-649-5479
www.jist.com

Meridian Education Corporation
Dept. CG-97
236 E. Front Street
Bloomington, IL 61701
Ph: 1-800-727-5507
FAX: (309) 829-8621
E-mail: meridian@dave-world.net

The New Careers Center
1515 23rd Street/P.O. Box 339-GD
Boulder, CO 80306
Ph:1-800-634-9024
FAX: (303) 447-8684

Peterson's
P.O. Box 2123
Princeton, NJ 08543-2123
Ph: 1-800-338-3282
FAX: (609) 243-9150
E-mail:custsvc@pgi.petersons.com
www.petersons.com

VGM Career Books, a division of
NTC Publishing Group
4255 West Touhy Avenue
Lincolnwood, IL 60646-1975
Ph: 1-800-323-4900
FAX: (847) 679-2494
E-mail: NTCPUB2@AOL.COM

The School Company
Department:CDS27
P.O. Box 5409
Vancouver, WA 98668
Ph: 1-800-543-0998
FAX: 1-800-518-2514
E-mail: info@schoolco.com

APPENDICES

Appendix A

Career Center Assessment Project

Faculty and Professional Staff Survey

We are in the process of developing a Career Center at our highs school. In order for the Career Center to meet out needs, we are conducting a survey to assess what career guidance/ information is presently being provided by the school faculty and staff.

Your interest and ideas are essential in determining which services should be offered. This survey is anonymous, and is your opportunity to help determine the direction of the Career Center.

Please return this survey to the Career Center mail box.

1. *Are you providing students with any of the following career activities?*

Interest inventories related to career choices	__yes __no
Values information related to career choices	__yes __no
Knowledge of how school subjects relate to careers	__yes __no
Knowledge of career information resources	__yes __no
Knowledge of specific job duties, training, salary or job market trends	__yes __no
Awareness of variety of careers	__yes __no
Awareness of job-searching methods	__yes __no
Resume and job application preparation	__yes __no
Job interview techniques	__yes __no
Guidance in chosing a definite career goal	__yes __no
Guidance in choosing a college program	__yes __no
Guidance in choosing a vo-tech program	__yes __no

2. *Which of the following resources are you using to provide career guidance and information? (circle your selections)*

Counseling	Books	Guest speakers	Class papers
Computerized career programs	Lectures	Field trips	Videos
None of these		Other (please specify)	

3. *Additional comments or other career-related projects you are providing (please use the back of this sheet to respond)*

Appendix B

Career Center Assessment Project

High School Student Questionnaire

1. *What grade are you in?*

2 *Do you have any career or educational plans after graduation?*

_____Yes ___No

3 *Would you use a Career Center to help you make those plans?*

_____Yes ___No

4 *What type of career information would you like to know more about? Check an many as apply.*

_____Occupational Information _____Military Careers

_____College Information _____Vocational-Technical School Options.

_____Career Surveys which suggest interest areas to explore

_____Job Search Ideas _____Preparing Resumes

_____Completing Job Applications _____Job Interview Skills

_____On-The-Job Training Options _____Other _____

5 *What kinds of items would you want to use to learn more about careers?*

_____Career Reference Books _____Video Tapes About Colletes

_____Printed Reference Materials _____Video Tapes About Careers

_____Job Pamphlets _____Computer Career Systems

_____Career Information _____Career Interest Inventories

_____Career Encyclopedias _____Other

6. *Please offer suggestions on ways a Career Center can best serve you and other students. (Use the back of this sheet if you need additional space to respond.)*

Appendix C

Faculty Request Form

TO: Faculty and Staff

FROM: Career Center Counselors

DATE:

Check the career information options of interest to your students. Please return the form to the Counseling Center. We will get back to you as soon as possible.

CLASSROOM PRESENTATIONS ON:

- ☐ The Career Center and Its Services
- ☐ Specific Occupations and Career Fields
- ☐ Selecting a College or Vocational-Technical School
- ☐ Career Planning Skills

WORKSHOPS ON:

- ☐ Job Seeking Skills
- ☐ Resume Preparation
- ☐ Application Procedures
- ☐ Interviewing Techniques
- ☐ Job Success Skills

STUDENT UTILIZATION OF THE CAREER CENTER FOR:

- ☐ Career counseling
- ☐ College, vocational-technical searches
- ☐ Research papers about how academic subjects relate to careers.

ANY OF THE FOLLOWING:

- ☐ Classroom videos
- ☐ Tour of the Career Center (up to 15 students)
- ☐ Any other topics or ideas we can discuss with you
  (please describe briefly, using the back of this sheet if necessary)

NAME: ROOM #: DATE:

Appendix D

Basic Intake Form

Name _____ Grade _____

SSN _____ Ethnicity _____

Date _____

Career Center Activity and/or Recommendation _____

_____

_____

_____

Date _____

Career Center Activity and/or Recommendation _____

_____

_____

_____

Date _____

Career Center Activity and/or Recommendation _____

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Date _____

Career Center Activity and/or Recommendation _____

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Date _____

Career Center Activity and/or Recommendation _____

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_____

Date _____

Career Center Activity and/or Recommendation _____

_____

_____

_____

Appendix E

Career Center
Student Intake Form

HOMEROOM TEACHER:

HOMEROOM NUMBER:

1. **NAME:** _____
(Last) (First) (M.I.)

_____
(Street Address or P.O. Box) (City/State) (ZIP)

SSN: _____ PHONE NO: _____

2. **ETHNICITY:** This information is requested by government agencies to demonstrate compliance with the Equal Opportunity Legislation. Please check the block designating your predominant ethnic background (VOLUNTARY).

❑American Indian ❑Asian ❑Black ❑Hispanic ❑White

3. SEX: ❑Male ❑Female

4. GRADE LEVEL: ❑9th ❑10th ❑11th ❑12th

5. FUTURE PLANS:
❑Work
❑Military
❑Vocational-Technical Training
❑2-Year College
❑4-Year College

6. Are you in a high school vocational-technical program?
❑YES ❑NO

7. U.S. citizen? ❑YES ❑NO

8. Resident? ❑YES ❑NO

9. Registered with the Selective Service? ❑YES ❑NO

10. Do you have any disabilities? ❑YES ❑NO

I certify that the information on this document is true and complete to the best of my knowledge.

Signature Date

Appendix E (Side Two)

THE REMAINDER OF THIS FORM IS FOR OFFICIAL USE ONLY

JTPA-RELATED COMMENTS:

SERVICES:

1. Intake
2. Counseling
3. Outreach File
4. CHOICES
5. Videos
6. Orientation
7. Career Information
8. Books
9. Job-Seeking Skills
10. Job-Referral Assistance
11. College Catalogs
12. Other

REMARKS:

Counselor's Signature